## CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgement</th>
<th>iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Tables</td>
<td>xi</td>
</tr>
<tr>
<td>List of Figures</td>
<td>xiv</td>
</tr>
</tbody>
</table>

### CHAPTER I : INTRODUCTION

<table>
<thead>
<tr>
<th>1.1. An overview</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2. Nomenclature</td>
<td>6</td>
</tr>
<tr>
<td>1.3. Annexation of North-Eastern Region of India by the British</td>
<td>8</td>
</tr>
<tr>
<td>1.4. Integration of India</td>
<td>11</td>
</tr>
<tr>
<td>1.5. Constitutional évolution</td>
<td>14</td>
</tr>
<tr>
<td>1.6. Emergence of North-Eastern Council</td>
<td>18</td>
</tr>
<tr>
<td>1.7. Growth of population</td>
<td>19</td>
</tr>
<tr>
<td>1.8. Development of primary education</td>
<td>28</td>
</tr>
<tr>
<td>1.9. Literacy</td>
<td>29</td>
</tr>
</tbody>
</table>

### CHAPTER II : PLAN AND PROCEDURE

<table>
<thead>
<tr>
<th>2.1. Introduction</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2. Statement of the problem</td>
<td>36</td>
</tr>
<tr>
<td>2.3. Scope of the study</td>
<td>36</td>
</tr>
<tr>
<td>2.4. Objective of the study</td>
<td>37</td>
</tr>
<tr>
<td>2.5. Hypothesis</td>
<td>39</td>
</tr>
<tr>
<td>2.6. Conceptual framework</td>
<td>40</td>
</tr>
<tr>
<td>2.7. Review of related literature</td>
<td>41</td>
</tr>
<tr>
<td>2.8. Methodology of research</td>
<td>42</td>
</tr>
</tbody>
</table>
2.9. Universe of the study 43
2.10. Sample of the study 43
2.11. Tool and technique 45
2.12. Emergence of problem 46
2.13. Delimitation of the study 47
2.14. Need and significance of the study 47

CHAPTER III: DEVELOPMENT OF PRIMARY EDUCATION IN THE NORTH-EASTERN REGION OF INDIA BEFORE INDEPENDENCE

3.1. Development of indigenous system of education in the North-Eastern Region 51
3.2. Contribution of primary education by the early christian missionaries in the North-Eastern Region 58
3.3. Development of primary education during the East India Company (1826-1856) 70
3.4. Development of primary education during the British Crown (1857-1947) 72

CHAPTER IV: DEVELOPMENT OF PRIMARY EDUCATION IN THE NORTH-EASTERN REGION OF INDIA AFTER INDEPENDENCE

4.1. Background 83
4.2. Development of primary education in Arunachal Pradesh 88
4.3. Development of primary education in Assam 101
4.4. Development of primary education in Meghalaya 112
4.5. Development of primary education in Mizoram 119
4.6. Development of primary education Nagaland 128
4.7. Development of primary education in Tripura 137
CHAPTER V : DEVELOPMENT OF PRIMARY EDUCATION IN MANIPUR SINCE INDEPENDENCE

5.1. Genesis 147
5.2. Administrative set-up of education in Manipur 150
5.3. Growth and development of educational institutions at the primary stages in Manipur 160
5.4. Growth of scholars at the primary stages in Manipur 173
5.5. Growth of scheduled caste and scheduled tribe scholars at the primary stages in Manipur 179
5.6. Age-group of scholars at the primary stages of school education in Manipur 185
5.7. Public Examination at the primary stages in Manipur 190
5.8. Growth of teachers at the primary stages in Manipur 200
5.9. Income and expenditure on primary education in Manipur 206

CHAPTER VI : PROBLEMS OF PRIMARY EDUCATION IN THE NORTH-EASTERN REGION OF INDIA

6.1. Genesis 212
6.2. Problem of small and scattered habitation 215
6.3. Regional disparities and educational imbalances 218
6.4. Medium of instruction 220
6.5. Wastage and stagnation at the primary stages 231
6.6. Teachers and teacher education in the NER of India 239
6.7. Operation Blackboard in the NER of India 246

CHAPTER VII : A COMPARATIVE STUDY OF THE DEVELOPMENT OF PRIMARY EDUCATION IN THE NORTH-EASTERN REGION OF INDIA

7.1. Introduction 254
7.2. Growth and development of educational institutions at the primary stages in the NER of India 255
7.3.  Management of educational institutions at the primary stages in the NER of India 262
7.4.  Enrolment at the primary stages of school education in the NER of India 267
7.5.  Growth of scheduled caste students at the primary stages in the NER of India 275
7.6.  Growth of scheduled tribe students at the primary stages in the NER of India 280
7.7.  Development of teacher education in the NER of India 284
7.8.  Trend of literacy rates in the NER of India 293
7.9.  Expenditure on primary education in the NER of India 298

CHAPTER VIII : SUMMARY

8.1.  Introduction 309
8.2.  Findings 311
8.3.  Conclusions 347
8.4.  Suggestions 358

Selected Bibliography 361
Appendix 367